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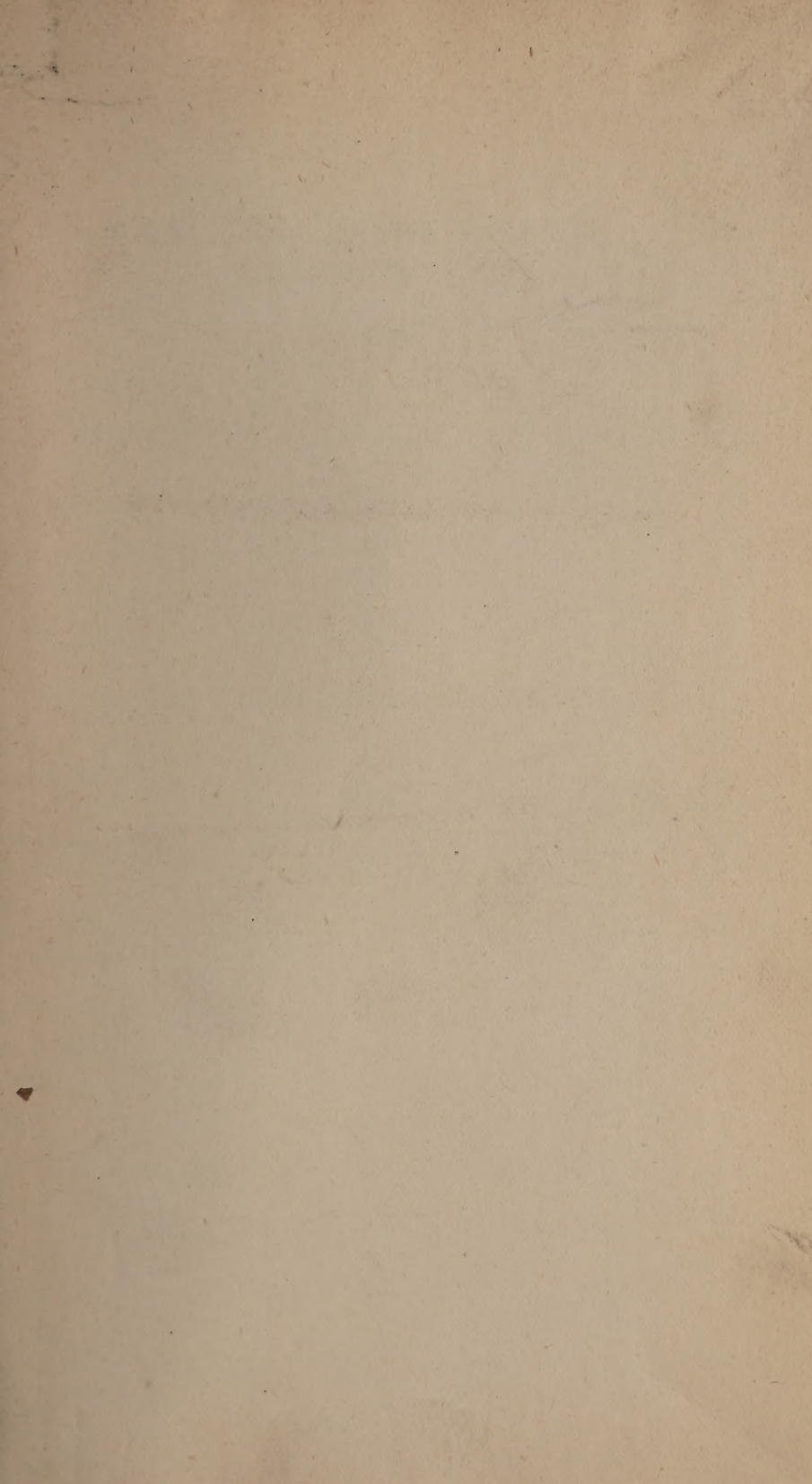
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AMERICAN LYCEUM,

WITH THE

PROCEEDINGS OF THE CONVENTION

HELD IN NEW YORK, MAY 4, 1831,

TO ORGANIZE

THE NATIONAL DEPARTMENT

OF THE

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INSTITUTION.

BOSTON:

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July 1, 1858

PROCEEDINGS OF THE CONVENTION

The annual meeting of the American Association of the Friends of the African Race, held at the City of New York, on the 1st of July, 1858, was opened by the reading of the minutes of the last year's meeting, and the report of the Executive Committee. The report was read by the Secretary, and was highly interesting and valuable. It contained a full and complete account of the proceedings of the Association during the past year, and of the various efforts made to promote the cause of the African race. The report was well received, and was followed by a discussion of the various questions connected with the cause. The Convention then adjourned until the next year.

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AMERICAN LYCEUM.*

THE first proposal made to the public, of the Lyceum system, was in the tenth number of the *American Journal of Education*, in 1826. At this time a name by which it should be known was not adopted. A few weeks after, however, the system was proposed to the citizens of Millbury (Massachusetts), and a society organized by thirty or forty farmers and mechanics, under the title of the Millbury Branch of the American Lyceum.

Twelve or fifteen towns in the same vicinity promptly followed their example, and united by delegates in forming the Worcester County Lyceum.

During the same season, several societies, with the same title and object, were organized in the county of Windham (Connecticut).

The design, operations, and success of these associations being made known to the public through the medium of weekly, monthly, and quarterly journals, and by pamphlets, circulars, &c. numerous similar societies were soon formed in the New England states, and to some extent in other sections of the Union.

From this humble, but republican and dignified origin, the various parts of the system have been constantly advancing, and its features rapidly and harmoniously developed, until at this time it presents itself to the *American Republic*, in the character of a National Institution, in the strictest and highest sense of the word; and whoever will be at the trouble of examining its features, operations, and results, will probably come to the conclusion, that it is more purely republican—that it has less which is antirepublican—that it addresses itself more directly and equally to all classes and ages of the community—to every man, woman, and child in our republic, than any other institution which can be named.

Not less than eight or ten hundred town Lyceums, fifty or sixty county societies, several state Lyceums, and a general and NATIONAL UNION of the whole, are now organized; and by the direction of the National department, a brief exposition of the institution is here presented to the public.

* Pronounced Li-see'-um.

I. ITS NATURE.

1. *It is a voluntary Institution.* It resorts to no law but the law of motives, and the freedom of choice. It invites, but never urges. It asks for effort, but wishes for none but voluntary and cheerful effort. It believes that the dignity, success and hopes of the whole system, are founded in the sublime fact, that the human intellect is a *self-moving, self-acting, and self-controlling* principle—capable, under the strength and guidance of its Creator, of achieving its own advancement and elevation. It believes that the essence of a moral being is freedom of choice; that a right to choose is his privilege—that the power to choose is his dignity and glory. It believes that every rational being, whether an enlightened citizen of America, a vassal of Russia, or a vagrant of Africa, has both the power and the right to intellectual and moral culture; that whenever man is created, he is endowed with capacities for improvement—wherever he is placed he is surrounded with materials designed for his improvement; that intellectual, moral, and *social* faculties are confined to no favored few of our race; that science is confined to no favored spot under heaven; that intellects and affections are coextensive with the race of man, and that science is as boundless as the earth and the heavens.

It is upon these principles, that the American Lyceum invites the citizens of every town, village, and neighborhood in our wide spread and growing republic, to operate and co-operate in the purposes of the institution; to associate for the double purpose of advancing their own improvement and the general improvement of the nation; to unite for mutual instruction and the general diffusion of knowledge. It proposes the organization of a Branch Lyceum in every town in our Union, but requires it in no one. It invites the co-operation of all the friends of *common schools* in the great and dignified cause of *universal education*, but even for that it is unwilling to urge. It would gladly embrace within the circle of its influence, not every town merely, but every individual—every man, woman, and child, in our republic; but it would embrace them by their voluntary consent—by their voluntary, nay, by their *cheerful efforts*.

It is a social institution. The Lyceum recognizes the social nature of man as among the most prominent, dignified, and happy features of his character. It believes that our social faculties are among the first developed in the child; that they are multifarious, powerful, and ceaseless in their action; that they are the great source, both of the happiness and the misery of our race, and that they are lamentably neglected and perverted, and con-

stantly lost sight of, in most of our seminaries of learning, from the primary school to the university. It acts upon the principle, that that system of instruction, especially in institutions for common education, is the best, which, other things being equal, exerts the greatest and most happy influence on the daily social intercourse and relations of life. It believes that social intercourse of an intellectual, moral, and elevated character, always has, and always must perform, a more important and certain part in establishing individual and national character, than the school, academy, or university; that if the social party, the family circle, the table and the fire side, can become schools for rational improvement, connected, as it must be, with high social enjoyment, the mass of society must be enlightened and happy.

Upon this principle, subjects of instruction in Lyceums are to a considerable extent of a common practical character, and treated in a familiar, conversational way. Things connected with the business and domestic relations in life, are examined in their bearings and applications, no less than in their properties and laws. Natural science is made practical science; precise instruction is rendered familiar instruction; the grandeur of nature is shown in the simplicity of nature; the principles illustrated in the Lyceum Hall are exemplified and amplified in the shop of the mechanic, the farm of the husbandman, and the kitchen of the housekeeper. Those who associate upon this principle, are a town lyceum when together, and several family lyceums when separated.

The Lyceum is a self-adapting Institution. Any community, and any class of the community, can form a Lyceum, not only to suit their wishes, but to advance their own purposes and pursuits. A farming community can associate, not only as intellectual, moral, and social beings, but as farmers. Mechanics also, and merchants, teachers, parents, ladies, and mothers, can each form their Lyceums; or rather become departments of a general society, to which they can resort both collectively and separately, and receive instruction at one common fountain of knowledge.

The Lyceum is a Republican Institution. This has before been asserted, and few it is believed, will be disposed to doubt it. Its foundation is moral freedom and independence, without which no one can be truly free. It permits, invites, and enables all who unite in its operations to think, judge, and act for themselves. It would liberate them from the slavery of a party, of a demagogue, and of their passions.

It has for its object the universal diffusion of knowledge, which has ever been considered the strongest and surest, if not the only foundation of a republican government. It aims at universal education, by inducing and enabling all whom it em-

braces to *educate themselves*. It wishes to encircle within its influence all classes—the farmer and mechanic, no less than the scholar and philosopher; all ages—early childhood, mature life, and declining years.

While the Lyceum holds itself high above the vulgar abuse and angry contentions of *party politics*, it would gladly teach the privileges of citizens, the rights of freemen, and an enlightened and sound policy of republican governments. It would make its members free without being licentious, alike ready to maintain their own rights, and to respect and grant the rights of others.

It is a Benevolent Institution. It is mutual, or gives, hoping to receive. It also gives, *not hoping to receive*; it recognizes love to our neighbor, or universal and disinterested benevolence, as the dignity and glory of the moral universe; it maintains that teachers are bound, not only to instruct their pupils, but to do good to each other, and to make their improvements in the science and art of teaching *public property*; it holds that every intellectual, social, and moral being, that every man, woman, and child is bound by a law as strong as their love of happiness, and as lasting as their existence, to add all to the *common stock* of human happiness that their talents and opportunities will permit—to *do all the good they can*; it believes that supreme selfishness, or making one's self the centre of the universe, is as mean and inglorious, as it is unchristian and ruinous; that the Christian religion, is at once a system of the purest morals and of the soundest philosophy the world ever saw.

Such is briefly the nature of the American Lyceum.

II. ITS OPERATIONS.

From the slight view just presented of the nature of the Lyceum, its operations will be anticipated. If it is voluntary association, those who subscribe its constitution and engage in its exercises, do it of choice. If it is a social institution, all are invited to communicate, while they receive instruction. If it is self-adapting, its exercises are fitted to the wishes, acquirements, and pursuits of those who engage in them. If it is a self-educating system, those who expect fully to share its benefits must engage in its exercises.

After the simple organization of a Lyceum, and furnishing it with *tools*, viz. with apparatus, collections in natural history, periodicals, and books, the members agree upon such subjects and such a course of exercises as best suit their wishes, acquirements, and pursuits. At one time some branch of science is chosen as the subject of the meeting, when, if a single lecturer does not prefer the exclusive or principal management

of the subject, the illustrations are divided between several members, who in succession occupy the attention of the meeting. When these persons have closed the illustrations they proposed, if time permits, the subject is open to inquiry and more familiar discussion.

At another meeting, some question in political economy, practical education, or other subject of useful knowledge, is selected for discussion or debate. In this, as in the subject of science, some present their views in written communications, others without them. Sometimes the subject is presented in a general form, without any regular question of debate; at others the speakers defend or oppose opposite principles, when they take the character of antagonists, each contending for his own ground.

In some Lyceums the exercises of their weekly meetings have been alternately subjects of science and questions of debate or discussion. These questions, however, are generally, of such a character, as to embrace principles of physical, intellectual, moral, or political science when they seldom fail to develop new principles, and to enlighten and elevate public sentiment. In numerous instances the subject of railways has been made a question of debate before Lyceums, which has usually resulted in making converts to the importance and feasibility of this new, but promising mode of conveyance and internal commerce.

It is becoming common in country towns, for the first class, or the oldest pupils in each of their schools, to become members of Lyceums, not merely to witness the illustrations or other exercises performed by adults, but to take a part in them, to which they have usually found themselves equal, greatly to the satisfaction, and sometimes to the astonishment of their parents and other friends. This measure, it is believed, has never failed to excite and sustain a deep and general interest in the Lyceum wherever it has been adopted.

Besides the general meetings here referred to, it is common for Lyceums to encourage and sustain meetings with appropriate exercises for special purposes. Teachers are accommodated with the room, apparatus, specimens, books, &c. of Lyceums, for their mutual improvement in relation to their schools. Farmers and mechanics also have their special Lyceums under the patronage of a general society. In the summer season, Ladies' Lyceums are conducted, one afternoon in a week, under the same arrangement. Mothers may, with great propriety, also hold Lyceums, to aid each other in the responsible and dignified duties of their charge.

But perhaps the most interesting relation in which a town Lyceum presents itself, is in its supporting what may be termed a

weekly school, for the benefit of such young people, as have not the time or the disposition to attend courses of daily instruction. Under this arrangement, misses and lads, young ladies and gentlemen, spend one half day in a week, not so much to hear lectures, or witness interesting illustrations and experiments, as to study, and to recite the results of the previous week's study while at home. By such an opportunity young people can study geometry, arithmetic, geography, composition, penmanship, or any other branch of a useful education.

Such a provision is most urgently called for, in all our small towns, or where the population is sparse, and the advantages of education are confined principally or wholly to primary schools. Thousands of parents in our country would gladly send their children to a place of useful instruction one half day in a week, who could afford neither the money nor the time for them to attend a daily school.

Such an arrangement is applicable not only to children, whose instruction must otherwise be confined to district schools, but to young ladies and gentlemen who have closed the regular school education. By such a weekly course of exercises young people might not only retain what they had already acquired, but be still advancing in the development of their minds, and in the acquisition of useful knowledge.

For such a purpose, and for the general objects of the Lyceum, it can be asserted without the fear of contradiction, that the most rigid economy—that the merest wordly policy, the earning and saving of money, unite their voice with that of the dignity and grandeur of intellectual and moral culture, in urging upon the citizens of every town, to appropriate forthwith \$1000 or \$2000 to procure a building, apparatus, and other accommodations, necessary to provide the rising generation with a place of resort, where they may assemble and cultivate their intellectual, moral, and social faculties, at one tenth part of the expense usually appropriated to the rapid and dissipating amusements, common among young people.

COUNTY LYCEUMS. The operations and exercises already described relate to town Lyceums. County Lyceums hold an important place, and sustain appropriate and necessary exercises, in the successful operations of the general system. Town Lyceums usually meet weekly or semiweekly; County Lyceums hold semi-annual or quarterly meetings. The great object of the county societies is to give greater uniformity and success to the schools and town Lyceums within their districts. With that view, they make the *conventions of teachers* a prominent object of their meetings and exercises. They hear reports, both from schools and Lyceums, so far as they can be collected from all parts of the

county. From these reports, they learn the defects, wants, and improvements in schools and Lyceums, and devise means to remove the former, by the introduction of the latter. By assembling once in a few months, the teachers and other friends of schools from neighboring towns, and thus giving them an opportunity to enlighten, animate, and strengthen each other in their responsible and dignified profession, a new impulse, spirit, and energy are given, not only to teachers, but to their schools and to the more general intercourse in society.

One object of great interest and importance was recommended by the national society for the *co-operation* of all town and county Lyceums, which are, or may be formed throughout the country. This object is *town and county maps*, which shall delineate, fully and minutely, the features and resources of our country, embracing the geography, geology, and something of the agriculture and statistics of the several regions they represent.

To forward this great national object, a committee was appointed to determine what it would be expedient to embrace, both in town and county maps, and the most judicious mode of delineating it, with such directions for making the surveys, delineations, &c. as they might find practicable and convenient to give.

When maps are thus prepared under the direction of the committee, they are to be published as *models*, and in such numbers, that every Lyceum or individual, who is disposed, can procure a copy. By these models such a uniform mode of delineating will be pursued, as to have similar features and productions designated in the same way, whether in a map of a town in Maine, Illinois, or Florida.

The object here recommended, or any other where combined efforts are important, may be successfully and happily accomplished by the co-operation of town and county Lyceums. While the town Lyceums would do most of their own work, by the aid of a supervision provided by the county society, all might act in concert, and by that means render important assistance to each other in the ease and perfection of their work.

STATE LYCEUMS. Each state in the Union needs a board of education. This is provided in the most happy manner by a State Lyceum. By acting in concert with town and county Lyceums in effecting the great purposes of common education, they may exert a greater and happier influence on the prosperity of schools, than would be possible without some such connexion.

By annual meetings to hear reports, through the medium of county Lyceums, of the condition of schools, and of general education in every part of the state, *facts* will be collected of a most useful character, not only for the advancement of edu-

cation within their own districts, but for the purposes of the national society at their anniversaries.

State Lyceums consist of delegates from county societies, as do county societies of delegates from town Lyceums.

NATIONAL LYCEUM. An annual congress, or a body of representatives, consisting of teachers and the friends of education from every state in the Union, especially in its connexion with the operations of town, county, and state Lyceums, can hardly fail of being a dignified and most important assembly of republicans and patriots. The acquaintances they will form, both with each other, and through them with the communities they represent; the *facts* they will collect; the measures they will thus be enabled to propose for the advancement of education, and for the general prosperity of our country, must command, from every patriot and every philanthropist, their best wishes and a ready co-operation.

In the constitution adopted by the national society, provision is made for a representation from every state and territory in the Union, together with the District of Columbia. By this provision the congress of teachers may be equal in number to one half of the members of our political congress. Where the representatives are not appointed by state Lyceums, the constitution makes it the duty of the executive committee of the National Lyceum to invite the proper number from the states where the appointments are not made by their own societies.

It will be far preferable, however, to have the delegates appointed by state Lyceums; and for that purpose, as well as for the general purposes of education, it is hoped that all the states and territories in the Union will organize general Lyceums in the course of the present year. Every friend of education in every state is therefore invited to unite with his neighbors to organize a town Lyceum, as the most natural way to bring about the organization of county and state Lyceums.

Lyceum Seminaries. The Lyceum has ever contemplated, as almost at the foundation of the system, a class of institutions, where a more systematic and extensive course of instruction should be given, than is practicable in weekly associations. These seminaries are to be upon the manual labor, or self-supporting plan, and especially designed for the *qualification of teachers*. It is supposed that one of these institutions may eventually be established in nearly every county, and be the centre and moving spring of the county and town Lyceums in the several districts where they are established.

That self-supporting seminaries are practicable, and capable of giving to children, not as good merely, but a far better education, than it is possible for them to obtain wholly at the expense of their parents or other friends, is proved by too many experi-

ments to be denied or doubted ; that they are at this time needed and called for is also certain ; that they will have a better prospect of success, and of greater success, as a part of the Lyceum system, than under any other arrangement, will probably not be doubted by any one who will be at the trouble of examining the subject. *This part of the system calls for prompt, vigorous, and immediate efforts from every friend of education in the United States.*

III. RESULTS.

The best pledge of the permanent establishment, and of the general and final success of the Lyceum, will be found in the animating results of its numerous branches already in operation. These results are to a great extent uniform, and always happy and truly encouraging.

Conversation. An immediate result, which uniformly follows the establishment of a Lyceum, is the improvement of conversation. Subjects of science, or of discussion before their meetings, never fail to become the topics of conversation in general social intercourse, whether of members or others. By this means the tone and general character of society are almost instantaneously changed and elevated. And when once the daily intercourse of neighbors and friends is diverted into a new and better channel, it continues to flow with increased beauty and energy, and to enliven, purify, and bless everything in its course.

Schools. The mighty impulse now extending through our land for the improvement of schools, originated with Lyceums. By the simplest means, entirely within the reach of any town in the United States, the character of a vast number of schools has been entirely changed, and that too without any additional expense of time or money. Numerous towns are now realizing at least double from their appropriations to schools, of what they received two years since. The same teachers and the same pupils do twice the work but very recently performed by them, in consequence of the encouragement, animation, and aid received by them from Lyceums. These institutions *virtually* constitute a *seminary for teachers* already enjoyed by thousands, and capable of being so extended as to embrace every teacher in our Union, and under such circumstances as to improve him *immediately, constantly*, and without expense.

With this view, the National Lyceum, in a resolution, recommended the *meeting of teachers*, as a specific and prominent object with all the town and county Lyceums which are or may be formed.

Maps. Few persons have examined one of the numerous town maps procured by the agency of Lyceums, without expressing a wish to obtain them for their own towns. They are neat,

convenient in every school and family, and obtained at a most trifling expense. Persons generally, perhaps, do not at first appreciate the importance of these most useful instruments of knowledge; but the first sight of one seldom fails to produce conviction of their great convenience and general utility.

Minerals. The resources and the riches of the mineral kingdom have been extensively explored and developed by the members of Lyceums. Numerous collections have been made, not for the benefit merely of the individuals or the societies by whom they are formed, but for the benefit of science, the useful arts, and individual and national wealth. Thousands of children, of eight or ten years of age, know more about geology and mineralogy than was probably known thirty years since by any one of five individuals in the United States. In some sections of the country most of the school houses are furnished with collections of minerals, made by the children themselves. We are now presented with the animating prospect that our whole country will, within a short time, be subjected to the most minute and rigid examination in collecting and applying its mineral productions, and that too by *children* in their daily sports and amusements. The way is now provided for town, county, and state Lyceums to be furnished with collections of minerals, and for a general deposit and distributing office in the city of New York, by the national department of the institution.

Town Histories. Connected with maps which delineate the features and resources of towns, are their histories. These have already been compiled in great numbers. And perhaps a more useful or interesting exercise is never presented to a Lyceum, than a sketch of its town history. In every town, persons can be found competent to the task. A mere oral statement made by an early settler, of the most interesting incidents in the first history of a town, must be equally interesting to the contributor and the receivers.

Libraries. A deep and general regret has been expressed that town and village libraries are but little read, or that they are entirely neglected and scattered. The cause for this regret is removed by the meetings of Lyceums. The moment that young people come together for mutual instruction in subjects of useful knowledge, they call for books. The old library is looked up or a new one formed, and when the members are not conversing with each other, they are perhaps conversing with their books.

Amusements. Parents frequently regret that their children seek dissipating amusements. This is not the fault of their children, but of themselves. If they will supply their children with innocent amusements, they will not seek corrupting ones. If parents will furnish cheap amusements for their children, they will ask for none which are expensive. If they will provide a

Lyceum, furnished with specimens of our Creator's works, with apparatus, books, &c. their children will not seek the tavern, with its decanters, glasses, ninepins, and alcohol.

Expenses. Lyceums have in numerous towns taken the place of dancing, expensive parties, theatres, &c. The current expenses of the community is of course lessened, ten, or perhaps a hundred fold. A year's entertainment and instruction at a Lyceum costs two dollars. A quarter's instruction, with other expenses, in a dancing school, not less than ten dollars. A Lyceum teaches domestic economy; other amusements sometimes destroy it. The one teaches industry, the other leads to idleness; the one to prosperity, the other but too often to poverty.

Temperance. Every Lyceum is or ought to be a temperance society. It acts by preventing, rather than by curing. It keeps men from doing evil, by tempting them to do good. It is not satisfied with freedom from vice, but aims at the possession of virtue.

Latent Talents. The discovery or the development of talents before unknown, either to the possessors or their friends, are among the most striking and happiest results of Lyceums. In numerous instances, some of the most interesting and valuable communications have been made by those from whom nothing was anticipated. By these means, numerous individuals have already come forward to notice, respectability, and influence, who might otherwise never have improved their talents, or directed them to less worthy objects.

When the *mutual* and *self-educating* plan is strictly pursued, there is seldom, if ever, any want of talents to conduct the exercises of Lyceums. In the hands of mechanics and farmers, they are found to be conducted with more spirit and energy, than when intrusted wholly or principally to men of literary pursuits—a most gratifying and encouraging fact.

Morals. The dignity of man is his honesty — his moral elevation — his loving God and his neighbor. His misery is his selfishness — his making himself the universe — a small universe indeed, but to him the whole universe. The Lyceum promotes self-education by mutual education. Its social character is its prominent character. It proposes the *diffusion* of knowledge. It proposes that every teacher and every person shall help his neighbor; that Maine shall help Florida, and Florida, Illinois, and each state every other in the Union; and that our Union co-operate with Europe, Asia, Africa, and the islands of the sea, in enlightening and elevating our ignorant and fallen race.

IV. MEASURES.

The measures proposed and already in progress to effect the objects of the Lyceum are simple, and capable of being put in

operation, *without delay*, in every town and neighborhood in the United States. Where the first steps are not already taken, they are as follows.

1. Let some person consult two or three others friendly to schools and general improvement, and with them agree upon a time and place for a public meeting, and cause a notice and invitation to be given accordingly.

2. At the public meeting let a few simple articles for a constitution be adopted, which proposes the payment of a small annual fee by each lady and gentleman, partly for mutual improvement, and partly for the GENERAL DIFFUSION of knowledge.

3. Let the money designed for the immediate benefit of the members, be expended principally for *tools*, that is, for apparatus for visible illustrations, for specimens in natural history, especially for geological specimens, and for books. \$75 will procure a set of *lyceum apparatus*.

4. All who are disposed agree to take some part in the *use of their tools* for the *benefit of others* as well as themselves, or to instruct and entertain each other.

5. Weekly meetings are held for mutual improvement by illustrating the sciences, reading from periodicals, discussing subjects of political economy, agriculture, the mechanic arts, practical education, or such others as shall be agreed upon.

6. All the teachers, whether ladies or gentlemen, and especially those who are not permanent residents in town, are invited to become members, *ex officio*, to attend the general meetings, and to hold separate meetings for the improvement of each other in relation to their schools.

7. In country towns the first classes, or the oldest pupils in all the schools, with other young people, are invited to become members by paying the usual fee for minors, and a course of instruction and exercises is provided for them, either at the general meetings of the Lyceum, or at meetings particularly designed for them.

8. A portion of the money collected from memberships may be put under the direction of the county and state Lyceums, to be appropriated to *itinerating county libraries*, costly apparatus, employing agents for making surveys, or giving other aid to mutual efforts, paying the expenses of delegates who attend the national, state, or county Lyceums, or such other measures for *general diffusion* as shall be deemed expedient.

9. County Lyceums invite *conventions of teachers* twice a year; once just after the commencement of the winter, and again just after the commencement of summer schools. They also request teachers to make statements respecting their schools and education generally, invite familiar discussions, and such other exercises as the time and occasion may admit and call for

In this measure the friends of schools in each town are invited to co-operate, so far as to aid their teachers in being present, by furnishing a conveyance, defraying their expenses, &c.

At the meetings of county Lyceums, an opportunity is presented for teachers or others to learn the names of minerals, or other specimens they may have collected.

10. State Lyceums hold annual meetings, to hear reports from county societies, discussions, lectures, or addresses, to recommend measures for advancing the interest of schools and popular improvements throughout the state, and for co-operating in measures recommended by the national society.

11. A building for depositing the cabinet, consisting of apparatus, collections in natural history, books, &c., and for conducting the various exercises for mutual and general improvement, *for weekly schools, &c.*, are exceedingly desirable in every town; and whoever will examine the numerous and important uses of such buildings, will certainly conclude, that in our smallest towns, principles of the most rigid economy, when fully understood, must induce their citizens to erect Lyceums, as places of instruction, and of ordinary public town business.

12. The National Lyceum is to hold an anniversary in the city of New York, on the first week in May, when representatives from all the states are invited to assemble for the transaction of business, a part of which is to furnish facts, statements, discussions, addresses, &c. which will be interesting to all the friends of popular education.

CONSTITUTION OF TOWN LYCEUMS.

[Many lyceums have adopted the following or similar articles for their Constitution.]

ARTICLE 1. This association shall be called the ——— Branch of the American Lyceum.

ART. 2. The objects of the Lyceum are the mutual improvement of its members, and the general diffusion of knowledge.

ART. 3. To effect these objects they will hold meetings for reading, conversation, discussions, dissertations, illustrating the sciences, or other exercises which shall be thought expedient; and as it is found convenient will procure a cabinet consisting of books, apparatus for illustrating the sciences, plants, minerals, and other natural, or artificial productions.

ART. 4. Any person may be a member of the Lyceum, by paying into the treasury, annually, two dollars; and twenty dollars

paid at any one time will entitle a person, his, or her heirs, or assigns, to one membership forever. Persons under eighteen years of age will be entitled to all the privileges of the society, except voting, for one half the annual sum above named.

ART. 5. Three fourths of the money paid for memberships shall be applied to the immediate benefit of the members, and appropriated to the purchase of apparatus, collections in natural history, books, and such other facilities, as may be thought expedient; and one fourth may be put under the direction of the county or state Lyceum, and applied to a county library, apparatus too expensive to be procured by town Lyceums separately, agents for making surveys, or otherwise aiding the mutual efforts of the members of the several Lyceums, paying the expenses of delegates to the national, state, or county Lyceums, or such other general objects as may be thought expedient.

ART. 6. The officers of this branch of the Lyceum shall be a President, Vice-President, Treasurer, Recording and Corresponding Secretaries, three or five Curators, and three Delegates, to be appointed by ballot on the first Wednesday of September annually.

ART. 7. The president, vice-president, treasurer, and secretaries, will perform the duties usually implied in those offices. The curators will have charge of the cabinet and all other property of the Lyceum not appertaining to the treasury, and will be the general agents to do any business for the society under their direction. The delegates will meet delegates from other branches of the Lyceum in this county semiannually, to adopt regulations for their general and mutual benefit, or to take measures to introduce uniformity and improvements into common schools, and to diffuse useful and practical knowledge generally through the community.

ART. 8. To raise the standard of common education, and to benefit the juvenile members of the Lyceum, a portion of the books procured shall be fitted to young minds; and teachers of schools may be permitted to use, for the benefit of their pupils who are members of the Lyceum, the apparatus, books, and minerals under such restrictions as the association shall prescribe.

ART. 9. The president or any five members will have power at any time to call a special meeting, which meeting shall be legal if notice shall be given according to the direction of the by-laws.

ART. 10. The Lyceum will adopt such regulations and by-laws as shall be necessary for the management and use of the cabinet, for holding meetings, or otherwise for their interest.

ART. 11. The foregoing articles may be altered or amended by vote of two thirds present, at any legal meeting; said altera-

tion or amendment having been proposed at a meeting, not less than four weeks previous to the one at which it is acted upon.

CONSTITUTION OF COUNTY LYCEUMS.

ARTICLE 1. This association shall be called the ——— County Lyceum.

ART. 2. The objects of the society are to promote the interests of lyceums and schools throughout the county, and co-operate in measures recommended by the state and national Lyceums for the advancement of popular education and the general diffusion of knowledge.

ART. 3. The members of the society shall consist of delegates sent from the several town Lyceums in the county, each having the right of sending three.

ART. 4. The town Lyceums which shall unite in raising 50 cents from each of their members, for the purpose of procuring a library, apparatus, an agent to oversee surveys for maps, or any other object of common benefit, shall enjoy these privileges as nearly as may be, according to the amount of money they shall severally pay for such common object.

ART. 4. The officers of the Lyceum shall be a President, three Vice-Presidents, a Recording and Corresponding Secretary, a Treasurer, nine Curators, and five Delegates to act in the State Lyceum.

ART. 5. The president, vice-presidents, secretaries and treasurer shall perform the duties usually implied in those offices. The curators shall be the executive committee and general agents of the society, and as such, whenever directed by them will procure a county library, apparatus, collections in natural history, a supervisor to aid in surveys for town and county maps or perform any other duties to forward the special or general objects of the Lyceum as expressed in the second article.

ART. 6. The Lyceum will hold a semiannual meeting to hear reports or statements from town Lyceums and schools throughout the county, with discussions and addresses upon any subject relating to the science or art of teaching, and for any other arrangements for the special benefit of *conventions of teachers* in the county.

ART. 7. The president or any five members shall have power to call special meetings, under such restrictions as may be expressed in the By-laws.

ART. 8. The above articles may be altered or amended by vote of two thirds present at any regular meeting.

CONSTITUTION OF STATE LYCEUMS.

ART. 1. This association shall be called the —— Lyceum.

ART. 2. The objects of the society shall be the advancement of education throughout the state, especially through the medium of schools and Lyceums, and to cooperate with other state lyceums in the general purposes of the national institution.

ART. 3. The members of the society shall consist of delegates from the several county Lyceums in the state, each having a right of sending five.

ART. 4. The officers of the Lyceum shall be a President, five Vice-Presidents, a Recording and Corresponding Secretary, a Treasurer and nine Curators, to be appointed by ballot annually.

ART. 5. The Lyceum will held an annual meeting to hear reports from the several county Lyceums, of the state of education, with their improvements, facilities, and prospects ; to hear discussions, addresses or lectures which may be provided ; to devise and adopt measures to introduce an uniform and improved system of education throughout the state, and to forward, so far as may be thought expedient, the measures proposed by the national institution for general co-operation.

ART. 6. A special meeting may be called by the president or curators at any time by giving notice of the same in five newspapers in the state, or in such way as provided by the by-laws, at least three weeks before said meetings shall be held.

ART. 7. Annual or semiannual courses of lectures may be given on the subject of education, or general improvement, to be under the direction of the curators, who will also use their endeavors to procure a suitable building, apparatus, books, collection in natural history, and such other facilities for the advancement of education as the means provided them will allow.

ART. 8. This constitution may be altered or amended by vote of two thirds present at any regular meeting.

JOURNAL OF THE CONVENTION.

Journal of the proceedings of the Convention held in the city of New-York for the purpose of forming a National Lyceum, pursuant to a recommendation of the State Lyceum of the State of New-York, May 4, 1831.

The Convention having met in the District Court Room of the City Hall, was organized by the election of the following officers, namely :—

PRESIDENT.

ALEXANDER PROUDFIT, D. D. of Salem, N. Y.

SECRETARIES.

JOHN NEAL, of Portland, Me.—A. J. YATES, Chittenango, N. Y.

The following gentlemen then appeared, produced their credentials, and were admitted as members of the Convention.

Delegates from the New-York State Lyceum.

Prof. A. J. Yates, Prof. John Griscom, Prof. A. Eaton, Timothy Clowes.

Delegates from the State Lyceum of Maine.

John Neal, Grenville Mellen, John D. Kinsman.

Delegates from Massachusetts State Lyceum.

Josiah Holbrook, Joseph Allen, Frederick Emerson, Prof. Chester Dewey.

Delegates from Yale College.

Prof. D. Olmsted, and Mr Barnard.

Delegates from Washington Co. N. Y.

Dr Alex. Proudfit, Barnard Blair, J. W. Proudfit.

H. G. Spafford, *Delegate from the Lansingburgh Lyceum.*

Delegates from the Village of Brooklyn, N. Y.

Theodore Eames, J. L. Van Doren, Adrian Hayman, Gabriel Freeman, Nathan Sargent.

Henry Duffield, *Delegate from Dickinson College, and the citizens of Carlisle, Pa.*

Letters excusing their absence were then read from D. Elliot, President of Washington College, Pa. The Hon. Edward Everett, Charlestown, Mass. and S. R. Hall, Andover, Mass.

On motion, a number of gentlemen, were admitted as members of the Convention.

On motion, a committee was appointed to report the form of Constitution of a National Lyceum, which committee having retired for a short time, came in and reported a Constitution, which being fully discussed and amended, was adopted in the following form, namely:—

CONSTITUTION.

ARTICLE 1. The society shall be called the American Lyceum.

ART. 2. The objects of the Lyceum shall be the advancement of education, especially in common schools, and the general diffusion of knowledge.

ART. 3. The members of the American Lyceum shall consist

as follows:—1st. Of delegates from state, territory, and district Lyceums, which are or may be formed, the number of which delegates shall not exceed half the number of members from said state, territory, or district in the national congress, and where an uneven number of congressional representatives is allowed, the fraction shall be construed in favor of such state, territory, or district; but no state, territory, or district shall be restricted to less than three members.

2d. Of persons appointed by the executive committee of the National Lyceum, from those states, territories, or districts, where no general Lyceum exists, or where no notice of delegations from those Lyceums shall have been received by the executive committee, at least three months previous to the time of holding the annual meeting of the American Lyceum, under the same limitation of members as in the case of delegates from Lyceums.

3d. Of persons invited by said executive committee, to attend said annual meeting from various parts of the United States, but who shall not be admitted to the privilege of voting for the election of officers, or any measures connected with the internal policy of the Lyceum.

ART. 4. The officers of the Lyceum shall be a President, five Vice-Presidents, a Recording Secretary, as many Corresponding Secretaries as the Lyceum, at any of its annual meetings, shall deem necessary, and a Treasurer, who, with five other persons, shall constitute an Executive Committee to transact any business for the benefit of the Lyceum, to be appointed by ballot at each annual meeting, and to hold their offices until others are appointed in their stead.

ART. 5. The Lyceum shall hold an annual meeting in the city of New York, on the Friday next succeeding the first Thursday in May.

ART. 6. Three persons shall form a quorum of the executive committee, which shall hold its meetings in the city of New York, and shall be empowered to add others to its number.

ART. 7. This Constitution may be altered and amended by vote of two thirds of the delegates present at any annual meeting.

Convention adjourned to meet to-morrow morning at 10 o'clock.

May 5. Convention met according to adjournment.

Mr Holbrook from the committee appointed for that purpose, nominated the following persons as officers of the American Lyceum.

President.—Hon. STEPHEN VAN RENSSELAER, Albany, N. Y.

Vice-Presidents.—1st. Dr Alexander Proudfit, Salem, N. Y.

2d. Prof. John Griscom, New-York. 3d. Roberts Vaux, Philadelphia. 4th. Edward Everett, Mass. 5th. Thomas S. Grimke, S. Carolina.

Recording Secretary.—Nathan Sargent, New-York.

Corresponding Secretaries.—1st. Theodore Dwight, Jr. 2d. Samuel B. How, President of Dickinson College, Pa. 3d. Prof. A. J. Yates, Chittenango, N. Y. 4th. Josiah Holbrook, Boston, Mass. 5th. John Neal, Portland, Me. 6th. Oliver A. Shaw, Richmond, Va. 7th. Rev. Benjamin O. Peers, Lexington, Ken.

Additional Committee.—1st. Prof. D. Olmsted, Yale College. 2d. — Seton, New-York. 3d. William Forrest, New-York. 4th. David Russell, Salem, N. Y.

Treasurer.—Jonathan D. Steele, New-York.

Who were severally elected.

On motion, the Convention now resolved itself into a Lyceum, whereupon Dr Alexander Proudfit, 1st Vice-President, in the absence of the President, took the Chair.

On motion, Resolved that the thanks of the Lyceum be tendered to the President and Secretaries of the Convention for their services.

The following subjects were then presented to the Lyceum for consideration, several of which called from a number of the members many intelligent views, remarks, animated discussion, and great unanimity.

1. What are the greatest desiderata in relation to the improvement of common Schools?

2. What are the most eligible and practical means of advancing and perfecting the science of instruction?

3. To what extent is the monitorial system advisable and practicable in common Schools?

4. What is the most eligible plan of promoting education, by legislative enactments?

5. Ought manual labor Schools to be encouraged, and upon what general plan?

6. Should every boy who can devote his whole time to study until the age of 16, be put to the study of Latin and Greek, and if not, to what class should these languages be restricted?

7. To what extent may lectures be useful in common Schools?

8. To what extent can the natural sciences be advantageously introduced into common Schools?

9. The object and usefulness of town and district Lyceums?

10. What should be the object of County and State Lyceums, and how should they be formed?

On motion of Dr Proudfit —

Resolved, That in the judgment of this Lyceum, a portion of the Scriptures ought to be daily read in each common School, and this exercise is hereby respectfully recommended.

Lyceum adjourned till to-morrow, 11 o'clock, A. M.

May 6. Lyceum met according to adjournment. The Lyceum then took up for discussion the question, 'To what extent can the Natural Sciences be advantageously introduced into common Schools?' and decided unanimously in favor of introducing them.

On motion, Lyceum adjourned till to-morrow at 11 o'clock.

May 7. Lyceum met according to adjournment. On motion,

Resolved, That a committee of three be appointed to draft a code of By-Laws, for the government of this Lyceum.

On motion—*Resolved*, That in the opinion of this Lyceum the weekly meetings of teachers in towns, and the semi-annual Conventions of teachers in counties, under the direction and aid of town and county Lyceums, are eminently calculated to improve the qualifications of teachers, and advance the interests of Schools.

The Rev. Dr Proudfit having obtained leave of absence, Prof. John Griscom, 2d Vice-President, took the chair; whereupon, it was resolved that the thanks of this Lyceum be tendered to Dr Proudfit for the able and dignified manner in which he has presided over the deliberations of this Society.

On motion—*Resolved*, That this Lyceum consider the establishment of Seminaries for the education of teachers, a most important part of every system of public instruction.

On motion—*Resolved*, That the Executive Committee be requested to invite such gentlemen from different parts of the United States as they shall deem expedient, to present at the next annual meeting of this Lyceum, addresses, or remarks on such topics as they may assign them, connected with the diffusion of useful knowledge and public education.

The Lyceum then took up for discussion the question, 'What are the greatest desiderata for the improvement of common Schools?' Discussed at length.

On motion, adjourned till to-morrow 11 o'clock.

May 8. Lyceum met according to adjournment. The Vice-President read a letter, addressed through him to the Lyceum, from Wm. C. Woodbridge, offering a set of the Annals of Education, and also offering that work as a channel of publication for the notices and proceedings of the Lyceum, so far as they may deem it appropriate to this subject. When on motion,

Resolved, That "THE AMERICAN ANNALS OF EDUCATION," published in Boston, and "THE MAGAZINE OF USEFUL KNOWLEDGE," published in the city of New-York, be adopted as the organs of publication for the proceedings of this Lyceum.

On motion of Mr Emerson,

Resolved, That the Executive Committee be directed to adopt such measures as they shall deem expedient to encourage the institution of Lyceums in the several States of the Union, where Lyceums do not already exist.

On motion of Mr Neal,

Resolved, That we regard the School Teachers of our country (who are now estimated at 50,000) as a body on whom the future character and stability of our institutions chiefly depend; that they are therefore entitled to our highest consideration, and that

whatever may be their faults or deficiencies, the remedy for both is in the hands of society at large.

On motion of Mr Holbrook,

Resolved, That the American Lyceum recommend to town and county Lyceums, which are or may be formed, to co-operate in procuring town and county maps, embracing Geography, Geology, and as much of Agriculture and Statistics as may be found practicable.

On motion, the following gentlemen were appointed a committee to prepare a model of town and county maps of the kind mentioned in the preceding resolution; namely, Prof. Dewey, Prof. Olmsted, Prof. Hitchcock, Wm. C. Woodbridge, and Mr James Stevens.

Mr Neal from the Committee appointed to draught a code of By-Laws, reported the following, namely—

BY-LAWS.

I. The Recording Secretary shall provide a suitable place for depositing books, specimens, and other property belonging to the Society; a place for the regular meetings; and give early and public notice thereof.

II. Every Corresponding Secretary shall have a particular department assigned to him, and the following are hereby assigned to those appointed.

1st. Samuel B. How, President of Dickinson College, Carlisle, PENNSYLVANIA. On Colleges and their connexion with common Schools.

2d. Josiah Holbrook, Boston, MASSACHUSETTS. On Books, Apparatus, and Branches of Study.

3d. B. O. Peers, Lexington, KENTUCKY. On Legislative provisions for Schools.

4th. A. J. Yates, Chittenango, Madison Co. NEW-YORK. On the qualification of Teachers.

5th. Theodore Dwight, Jun. New-York City, NEW-YORK. On Lyceums.

6th. Oliver A. Shaw, Richmond, VIRGINIA. On the Natural Sciences.

7th. John Neal, Portland, MAINE. On methods of Instruction and School discipline.

III. The Corresponding Secretaries will make reports in their respective departments, and furnish the Recording Secretary with all documents relating thereto, and belonging to the Society.

IV. It shall be the duty of the Executive Committee, or any three of their number, to invite persons from different parts of the United States, to address the Lyceum at the annual meeting, on such topics as they may prescribe to them.

V. It shall be the duty of every member of the Executive Committee to forward the general objects of the Lyceum, in that section of the country to which he belongs.

VI. The rules of debate observed in the House of Representatives of the United States, as recorded in Jefferson's Manual, shall be observed by this Society.

On motion of Mr Yates,

Resolved, That the thanks of this Lyceum be presented to the Mayor and Corporation of this city, for their kindness in supplying a room, and otherwise contributing to the convenience of the Lyceum during its session.

On motion—*Resolved*, That the proceedings of the Convention and of the Lyceum be published and circulated in different parts of the United States.

The business of the Lyceum having been closed, it was, on motion, adjourned.

After the Lyceum adjourned the executive committee met, and agreed to invite the following persons to prepare addresses or essays for the next annual meeting.

On the most eligible and practical means of advancing and perfecting the science of Instruction. T. H. Gallaudet, Hartford, Conn.

To what extent is the Monitorial System advisable and practicable in common schools? Walter R. Johnson, Philadelphia.

On the most eligible plan of promoting Education by Legislative enactments. Roberts Vaux, Philadelphia.

Ought manual labor schools to be encouraged, and upon what general plan? G. W. Gale, Whitesborough, New-York.

To what extent may lectures be useful in common schools? J. Holbrook, Boston.

The utility and importance of providing juvenile libraries for common schools. Rev. B. O. Pears, Lexington, Kentucky.

School Discipline. J. Griscom, LL. D. New-York.

Relation between Colleges and Common Schools. Professor D. Olmsted, Yale College, New-Haven.

An Essay on the appropriate branches of Female Education, and the appropriate organization of Female Schools. Miss C. Beecher, Hartford, Conn.

On Lyceums. J. Holbrook, Boston.

On Systems of Education, with a special reference to the promotion of National Unity and elevation of character. Edward Everett, Boston.

The appropriate use of the Bible in common education. T. S. Grimke, Charleston, S. C.

Infant Education. Dr J. Creagy, Philadelphia.

The Education of school teachers. A. J. Yates, Chittenango, N. Y.

The introduction of the Natural Sciences into common schools. Professor C. Dewey, Pittsfield, Mass.

APPARATUS.

Henry Brougham, and the most enlightened friends of Education generally, both in Europe and America, have held an apparatus for familiar illustration in the sciences, aided by elementary tracts, as a most important desideratum for the diffusion of useful knowledge. An opinion, so evidently the dictate of reason and common sense, has been fully corroborated by *experiment*. An apparatus has been prepared and extensively introduced into schools, Lyceums, and families, in almost every section of the United States. It has been voluntarily and *unanimously* recommended by forty or fifty conventions of teachers, at which were present not less than six thousand persons. It is recommended not less for the important aid it renders in communicating instruction in a rapid, pleasing and thorough manner, and for its rendering schools, places of pleasant resort, than for its *economy*. It is fully ascertained, from the experience of the great number who have used it, that the annual saving of expense to a common school is not less than ten dollars in the *wear and tear of books*: which, allowing there to be fifty thousand schools in the United States, would make an annual saving of half a million.

As children, more than adults, need the aid of *visible illustrations*, some of the instruments are designed for the very first elements of instruction, and are alike useful in schools and families. They answer the double purpose of instructing and amusing children, and relieving parents and teachers from their innocent but troublesome mischief and disorder.

The *Geometrical apparatus* is perhaps among the most useful of all the instruments which have been prepared. It consists of a sheet of diagrams, which are imitated by children on slates, and by scissors and paper, and furnish them with a most agreeable exercise for their hands, their eyes, their judgment and their taste at the same time. Besides this and another sheet, twenty-six solids, and several transposing figures, aided by a Manual, are used for Geometry, and render many of the most elementary principles of the science perfectly familiar to children, and enable them to find the contents of cloth, boards, land, timber walls, cisterns, &c. &c.

An *Arithmometer*, or numeral frame, is designed to render the abstract principles of numbers *visible* and *tangible*; and by that means to aid parents and teachers in learning children to make the most simple combination of numbers, and to explain, or solve, many difficult rules and problems in Arithmetic. It is evident that 144 balls, in a compact and moveable form, must be capable of almost an infinite variety of changes, and of very numerous applications. This instrument is used in High Schools for illustrating some of the more advanced principles of Arithmetic and Algebra, and in families, for teaching the first process in counting.

A small *globe* to teach the A B C of Geography, giving children a correct impression respecting the shape and motions, and the relative situation of the great division of the earth, is one of the instruments

for elementary instruction. A few lessons from this globe will give young pupils a start in Geography, which they could not get from maps in many weeks, if at all.

A simple orrery illustrating the relative sizes and distances of the planets, and designed to explain what is said in elementary treatises on Geography respecting the solar system, is another instrument for common schools and families.

The above named articles, with three other sheets, constitute a set of common school apparatus, and are furnished for \$10.

FOR ACADEMIES AND LYCEUMS. Instruments are prepared for Astronomy, Natural Philosophy, and Chemistry.

For Astronomy is an orrery more complete than that designed for common schools, with a Tide Dial, instruments for showing the change of seasons, eclipses, the cause of the earth being flattened at the poles, revolution of the moon &c. &c. Price \$18.

For Natural Philosophy is a set of mechanical powers, intended to illustrate the principles and powers of the lever, both simple and compound; the pulley, both single and multiplied; the wheel and axle; the screw, inclined plane and wedge with a Hydrostatic bellows. Price \$15.

For Chemistry, are a pneumatic cistern, with two gas holders and a compound blowpipe, a pyrometer, eolopile, conductometer, a pair of concave reflectors, lampstand, flexible and glass tubes, retorts and flasks, with a small collection of materials not commonly found in druggists' shops. Price \$25.

GEOLOGICAL SPECIMENS.

The deep and general interest on the subject of Geology, and the rapid and increasing introduction of that science into schools and Lyceums, have created an extensive demand for specimens to illustrate the elements of rocks and other useful minerals. These specimens are provided, and so selected and labelled, that teachers and pupils can pursue the subject without the aid of personal instruction, which is impracticable without some such facility.

A small set, consisting of about twenty specimens, to illustrate the common rocks, can be taken with the school apparatus instead of the orrery, by those who prefer them. Price alone \$3.

Another set of about fifty specimens, embracing the elements of rocks and some of the most useful minerals, is furnished for \$5.

These geological specimens are expected to render the most important aid in the hands of teachers with their pupils, and the members of Lyceums, in furnishing the Geology for town and county maps. Indeed they provide the necessary means for introducing this interesting and practical science into every school and Lyceum in the Union, and thus qualifying agents in great numbers in every part of the country, who will render their gratuitous, but efficient services, in exploring our productions in the mineral kingdom, and in laying open new sources of industry and of wealth, to individuals and the nation.

SCIENTIFIC TRACTS.

A few months since, a series of 'Scientific Tracts,' intended to present the various sciences and subjects of useful knowledge generally, in so familiar and inviting a form, as to extend them among the great mass of the community, was commenced in Boston. They are intended to answer as substitutes for *Lectures* before *Lyceums*, to be read and explained in *schools*, and to be pleasant *fireside companions*. The almost unexampled rapidity and extent with which they have been circulated, as well as numerous accounts of their favorable reception in schools, Lyceums, and families, afford the most gratifying proof, that they have answered their designs beyond the highest anticipations of the projectors. There is every prospect, that within a short time, they will have a circulation equal to that of the Library of Useful Knowledge, projected by the patriot of England.

In any town, however small, where the citizens are disposed to unite and procure six copies or sets of the Scientific Tracts, and to meet once a week to hear them read and remarked upon, they can have a Lyceum. By distributing and exchanging, half a dozen sets will accommodate all the members of a society.

The first year is now nearly completed, which furnishes twentyfour numbers, of twentyfour pages each. Price \$1.50.

Perhaps the expense of the future numbers may be increased by more cuts or other additions, and the price be raised to \$2.

The Education Reporter, a weekly paper, published in Boston, and devoted to the cause of education, in addition to the two Journals mentioned in the proceedings of the National Lyceum, is exerting a most powerful and salutary influence in our Republic, and ought to be in the hands of every teacher and parent.

Professor Silliman's Journal of Science, which has added much to the American character, as well as American Science, will undoubtedly continue to be, as it ever has been, a most agreeable companion, and a powerful auxiliary with all the lovers of knowledge, and the promoters of rational improvement.

Hall's Lectures on School Keeping have been among the most powerful instruments in awakening a general interest in the community on the subject of common schools, and will pay any teacher an hundred fold for the expense of purchasing and reading them.

Sullivan's Political Class Book is admirably fitted to the wants of the community, and can hardly fail of being useful in any school, Lyceum, or family where it is introduced.

Arnett's Physics is probably better fitted than any other book of the kind, to aid the members of Lyceums in preparing their lectures, or mutual instruction on Natural Philosophy.

Bigelow's Technology is a highly useful book in various subjects of practical knowledge and instruction.

With these and other aids which may now be procured, and which are daily increasing, the means are ample for conducting the exercises of a Lyceum in any town or neighborhood in the United States.

SPECIFIC OBJECTS.

A wise policy will always lead the friends of education to select a few specific objects and measures, for which, and in which to co-operate. At present, as will be seen from the preceding pages, two such objects are recommended to the particular attention of all the Lyceums which are or may be formed throughout the Union. These are the improvement of teachers, and the procuring of town and county maps.

To effect the first object, teachers are recommended to hold weekly meetings in towns, and semi-annual conventions in counties, for their mutual improvement, under the aid of town and county Lyceums; and as soon as practicable, *Lyceum Seminaries* are to be established, which will provide the best possible advantages for the ample qualification of teachers, giving them an opportunity to defray their expenses by their own industry.

Maps are to be procured by town Lyceums, aided by a supervision from county Lyceums, and by the *model maps* in progress under the direction of the committee appointed for that purpose.

WEEKLY SCHOOLS.

Besides these two objects just mentioned, courses of weekly instruction, designed for young people from all sections of a town, who are or are not members of daily schools, can be instituted by Lyceums with certain and animating prospects of success. We only need to look at the results of Sabbath schools, to be insured of a great amount of useful instruction, and a most salutary influence upon the intellectual and moral interests of the community by such an arrangement. Even where no other schools exist, and where it is difficult to support them, such courses might probably be established to great advantage. One teacher might have charge of such schools in six different towns.

In places where the best advantages in other schools are enjoyed, courses of weekly instruction, under good teachers, could hardly fail of producing the happiest results. Suppose that a miss or lad, at the age of ten years, should attend a thorough course of instruction and study one half day in a week, from that time till they were twenty years old, in which case only 26 days in a year, or 260 days in the whole time, would be spent, it would not be easy to calculate the results upon their intellectual and moral character and habits.

ITINERATING LIBRARIES.

If twenty Lyceums in a county should apply a portion of the funds appropriated to general objects and the diffusion of useful knowledge, to procuring a County Library, to be divided into twenty parts according to the amount paid by the several Lyceums, and a new division made once in three months, each town would have the advantage of four new Libraries in a year.

LYCEUM BUILDINGS.

Some small towns have already erected Lyceums; and as the greatest success, and the permanent establishment, the most rigid economy, and the general prosperity of any place, unite their voice in favor of such a measure, it is hoped and believed that Lyceum buildings will soon be common throughout the country.

MISTAKES.

1. Some have supposed that Lyceums could not be established and sustained, except in large towns; but *experience* has proved that they are more successful in small towns than in large ones; and it is evident that they are more needed where the population is so small or so sparse that an academy or high-school cannot be supported, than in large towns and villages.

2. Some have supposed, that gentlemen of literary pursuits are necessary to conduct and sustain a Lyceum; but *experience* proves, that where they have been depended upon, Lyceums, after flourishing for a few weeks, have either wholly failed, or become languishing; while those supported by the members generally, and especially by farmers, mechanics, and other practical men, have increased in strength and interest from year to year.

3. Some have supposed that Lyceums were designed and intended principally or wholly for adults; but experience proves that where misses and lads, and even children, are made members, or in some way interested in the exercises, the societies have been more useful and more interesting. In one instance, in which a Lyceum for children, under the patronage and direction of a general Lyceum, carried on a course of mutual instruction, a lad of eight years old was president, and a boy of five years old pointed out, to his young associates, the principal features of the Geography of the county in which they resided.

For any violation of the laws of the society, or of decorum, a member was immediately expelled.

4. Some have supposed that if the subject which commenced the exercises of a Lyceum, lost any of its interest, the society was failing, or must be given up; but it is more according to the character and design of Lyceums, to have a change and a variety of subjects and exercises, than to continue the same for a long time.

5. It has been a common mistake in Lyceums, to depend too much upon Lectures and other formal exercises; and not enough upon a mutual, social, and familiar method of conducting their meetings.

6. Many Lyceums have made a mistake in appropriating their funds to hiring lectures, rather than to *tools* or apparatus for doing their own work.

7. In County and State Lyceums, too much dependance has been placed upon men distinguished for talents or office, without regard to their known interest in the subject of education; and too little upon

practical and experienced teachers, and other active patrons of schools and other literary institutions.

8. Most Lyceums have been too *selfish*, or have confined their efforts and their funds too exclusively to their own improvement; and have not *sent out* enough effort or money for the *diffusion* of knowledge, or for the general improvement of society and the world.

EDUCATION CONVENTIONS.

The mighty results already produced by state and county conventions of teachers, and of the friends of education generally, have suggested similar measures as the most ready and sure means of extending and securing the blessings contemplated by the Lyceum to every section and every class of the community. It has been thought highly important, that agents should be engaged to visit various parts of the country, to present to such as might interest themselves in the subject, the plan and some of the operations and advantages of the Lyceum system; to exhibit and explain some of the modern improvements in education, especially in Common Schools; and to render what aid they could to introduce them generally through the country.

With this view, Mr Holbrook, of Boston, has made arrangements to devote most of the time between this and May next to a tour to the West and South, with a design of visiting most of the States, and of co-operating in each, with all the friends of schools who may interest themselves in the object of his tour.

On the 5th of October, he designs to be in Columbus, Ohio, where he will esteem it a great and peculiar privilege to meet any who are disposed to co-operate in the measures now in progress for the advancement of education.

For the same object Mr H. will be happy to meet any of the friends of education at Lexington, Ky. on the 18th of October; at Salem or some other place hereafter agreed upon in Indiana, on the 26th; at Vandalia, Illinois, on the 2d of November; at St Louis on the 10th; at Nashville, Tennessee, on the 22d; at Natchez, Mississippi, on the 5th of December; at Cahawba or Tuscaloosa, Alabama, on the 28th; and at some places in the Atlantic States, with the times, as shall hereafter be agreed upon.

In cases where a few gentlemen should attend from several counties or different sections of the state, a favorable occasion will be presented for organising State Lyceums, and making provisions for a representation at the anniversary of the National Lyceum, on the first week of May next, and otherwise to co-operate with the National Society in advancing the general and particular objects of education.

After witnessing a representation and an illustration, by Mr Holbrook, and others who may be present, of various improvements, which EXPERIENCE has proved to furnish more and better instruction, at less expense of money and time, than could be furnished by

modes of instruction formerly pursued, such parts can be selected as appear to be best fitted to the various sections of country where they may be introduced.

If gentlemen, who may receive this circular, should correspond with some of their friends on the subject of a convention in the State where they reside, and otherwise use their endeavors to forward the objects of the Lyceum, they would probably be the means of commencing a train of operations, which would result in the immediate advancement of schools in the particular towns or districts where they reside, and of the cause of education and of humanity in our country and the world.

The Apparatus, Tracts, Minerals, &c. have been devised or selected by Mr Holbrook, the founder of the American Lyceum System, and are for sale by Messrs Carter, Hendee and Babcock, of Boston, and their agents in different parts of the country.

AGENTS IN

MAINE.

Portland — S. Colman. *Augusta* — P. A. Brinsmade. *Bangor* — C. Pearl.

NEW HAMPSHIRE.

Dover — E. French. *Concord* — Marsh, Capen, & Lyon. *Portsmouth* — J. W. Foster.

VERMONT.

Burlington — C. Goodrich. *St Albans* — L. L. Dutcher. *Middlebury* — J. Hagar. *Montpelier* — J. S. Walton. *Brattleborough* — G. H. Peck. *Rutland* — Hawkes & White.

NEW YORK.

New York — Collins & Co.; C. S. Francis; Roe Lockwood. *Albany* — Little & Cummings. *Utica* — Edward Vernon. *Canandaigua* — Bemis & Ward. *Buffalo* — R. W. Haskins.

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GEORGIA.

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MISSISSIPPI.

Natchez — F. Beaumont.

